

Kloisters Kindergarten

Inspection report for early years provision

Unique reference number 156066
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Inspector Victoria Turner

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kloisters Kindergarten is a privately-owned, established nursery. They operate within the grounds of Warren Wood County Primary School in Rochester. It opened in these premises in 2007 but has been registered since 1976. It serves the local and wider community. The group operates from four rooms and there is a secure outdoor play area. Parking is available at the nursery. A maximum of 87 children may attend the nursery at any one time, all of whom may be in the early years age group.

The provision also includes a breakfast club, after school club and a play scheme. The nursery is open each weekday from 08.15 to 17.30 for 46 weeks of the year. There are currently 172 children aged from birth to under eight-years-old on roll. Of these, 64 children receive funding for early education and all are Early Years Foundation Stage age children. The nursery currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as their second language and bilingual children. The nursery employs 20 members of staff. Of these, 15 hold appropriate early years qualifications and three are working towards a qualification and 13 hold a Paediatric First Aid certificate. Staff members are currently working towards an accreditation scheme operated by Medway Council and receive support from the Early Years Development and Childcare Partnership.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The building is accessible via a ramp with three other ramps leading into the outdoor play area. There is also a disabled toilet.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. This is a good setting with some outstanding features. A wide range of stimulating and exciting activities ensure that children make good progress. Promoting children's welfare is a main strength of this setting and the policies and procedures in place for safeguarding children are outstanding. Excellent partnership with parents and external agencies means that children of all abilities and needs receive the appropriate support to enable them to learn and develop well. Strong leadership and management mean that there is a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the opportunities for the babies to have access to a range of activities such as play dough, water play and jelly to enhance their play and exploration
- extend information computer technology provision so that children have

access to a CD player to aid independent learning

The leadership and management of the early years provision

Leadership and management are good. The manager has a clear understanding of the strengths and weaknesses of the provision. She monitors and evaluates the provision and has together with her staff, identified areas for improvement. These include, planning more activities around boys' interests to support their communication, language and literacy skills. There are also plans for a permanent planting area and an oasis with a palm tree, wooden steps and a natural music centre outdoors. Advice from the Early Years Adviser has been particularly useful for identifying areas for improvements to the setting.

The setting has excellent links with parents, local schools and external services such as the Early Years Adviser, the Area SENCO, portage, Speech and Language Units, and local schools. This means that all children are fully included. Parents 'love the facilities' because it is 'convenient and flexible', and say that they trust the staff with their children. There are 'Stay and Play Days' for parents and grandparents and parents come into the setting to support topic work. For example, parents have brought in an ambulance and a fire engine to the nursery. The pre-school children visit the reception class and the open door week enables the reception class teachers to visit the nursery and meet the practitioners. Transition forms are handed over to the prospective schools.

Rigorous checks regarding the suitability of all adults in contact with the children have been completed. The staff members are trained in child protection and pay particular attention to safeguarding the children. This provision is outstanding. The safeguarding display board for parents identifies the Child Protection Officer and offers support for parents through leaflets and relevant telephone numbers. An electronic door at the entrance and a Close Circuit Television means that everyone is checked before entering the nursery and all rooms are monitored. The requirements of the Childcare Register are met.

The quality and standards of the early years provision

Interesting and stimulating activities are planned for both indoors and outdoors with free-flow into the garden. There is a good balance between adult-led and child-initiated activities with a focus on the children's interests, so children make good progress and are well prepared for the next stage of education. Parents and carers share information about the children which contribute to their 'learning stories'. Children have access to a range of natural materials, including shells, pebbles and different textiles to explore. The setting is involved with the Outdoor Play and Exploration project which has resulted in a vibrant, well-resourced, stimulating and enabling outdoor provision.

Key workers liaise with parents and carers to ensure that learning and development needs are well met. Planning is based around themed topics such as Fruits around the World. The setting is well resourced with good quality,

stimulating toys and equipment including dual language books that support the learning process. Babies also have access to a wide range of stimulating toys, puzzles and books, but would benefit from activities like water play, play dough and jelly to enhance their play and exploration. Key workers make thorough observations which are recorded in the learning stories and identify the next steps. Children and babies are very comfortable with their adults and share good relationships. Children are confident and developing in independence. The quality of care is outstanding. Individual talking mats with children's photographs indicating allergies and prescribed medication ensure that children's individual needs and requirements are met.

The outdoors is well-resourced with a range of suitable equipment for children to develop in all areas of the curriculum particularly in their physical skills. Daily routines help promote children's understanding of health and personal hygiene. They wash their hands before snacks, before cooking, after playing with malleable materials and after using the toilet. They are encouraged to clean their own noses and discard tissues in appropriate places. Children know about healthy eating and have a choice of fresh fruit, vegetables and milk or water.

Adults model good behaviour and encourage children to behave well so behaviour is good. They take turns and take ownership of their 'learning stories'. Children were involved in the decision making process and made decisions on what they wanted in the outdoor space. They have access to two computers with programs that support the learning of basic skills, but do not yet have access to a CD player. They develop their knowledge and understanding of the world as they explore their surroundings on their 'Summer walk'. They look for shapes, colours and animals in the environment. They listen for different sounds, link letters to sounds and take their own photographs with a digital camera. Weekly ballet lessons support physical development and improve their co-ordination.

Thorough risk assessments and daily checks ensure that the learning environment is safe for children to play and explore. Door finger guards prevent children's fingers being trapped and the outdoor area is securely fenced. Children are taught to stay safe and understand that there are boundaries.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met